

INDEX

- Activities, human, as center of Fort Worth, Burbank, and Holton curriculums, 251
- Activity, definition of, in the California curriculum, 212; of child, goal-seeking, 41
- Activity school, criticism of, 45
- Administration, adjustment of, in curriculum planning, 123-124; authoritative, an obstacle to curriculum development, 133-134; needed coöperation of, in curriculum development, 136; rôle of, in organizing the California curriculum, 211
- Aids, to learning, 157-158
- Aims, of education, general *versus* specific, 11-12; individual development and group living as, 81-82; of the Breathitt County curriculum, 217-218; of the Burbank curriculum, 233; of the California curriculum, 202-204; of the Central State Teachers College curriculum, 295-296; of the Fort Worth curriculum, 223-224, 226-228; of the McKinley High School curriculum, 278-279; of the Ohio State Elementary School curriculum, 263-264; of the Parker School District curriculum, 253; of the Virginia curriculum, 183-184
- America, mental immaturity of, a challenge to education, 68
- Analysis, of curriculum development, 87-95; in Breathitt County, Kentucky, 214 ff.; in Burbank, California, 231 ff.; in California, 200 ff.; in Central State Teachers College, Mt. Pleasant, Michigan, 295 ff.; in Fort Worth, Texas, 222 ff.; in Holton, Kansas, 243 ff.; in McKinley High School, Honolulu, Hawaii, 278 ff.; in Ohio State University Elementary School, 263 ff.; in Parker School District, Greenville, South Carolina, 252 ff.; in Virginia, 181 ff.
- Areas of living, as basis for curriculum organization, 90-91; at Stephens College, Columbia, Missouri, 90-91; criticism of, 91; description of proposed, 96; *see also* Social Functions
- Arkansas curriculum, based on social functions, 93
- Barnes, Harry Elmer, 72
- Basic skills, teaching of, through use in meaningful situations, 13
- Beard, Charles A., on need for understanding of modern society, 323, 325
- Behavior, integral nature of, 42; implications for education, 42
- Bobbitt, Franklin, 84-85
- Bode, Boyd H., 32
- Bonser, Frederick G., on the advantages of the transitional program, 84
- Breathitt County (Kentucky) curriculum, aims of, 217-218; analysis of, 214 ff.; appraisal of, 220; as an experiment in social and economic planning, 214; plan and organization of, 214 ff.; problems faced in, 214-215; surveys used in, 216; subject-matter of, 219-220; training of teachers for, 216-217; typical schedule of, 218-219
- Brim, O. G., 59

- Building America*, 158
- Burbank (California) curriculum, aims of, 233; analysis of, 231 ff.; appraisal of, 242-243; areas of experience in, 235; course of study outlined, 234-235; description of, 234-238; extent of integration in, 237, illustrated, 238-242; "History of Records," a unit of learning in, 238-242; philosophy underlying, 232-233; plan and organization of, 232; social-functions procedure in, 231, 234; themes of, 234-235
- Business, American, relationship to education, 24
- California curriculum, aims of, 179-180, 202-204; analysis of, 200 ff.; appraisal of, 207-214; description of, 200-207; integration the goal of, 209; development of units of learning in, 211-214; levels of child development in, 104-105; official publications of, 202; philosophy underlying, 207-210; plan and organization of, 210-211; a continuous process, 211; recognition of individual differences in, 208; rôle of administration in development of, 211; social functions in, 93; suggestions for improved working of, 204-205; unit of learning defined in, 212; *see also* Burbank (California) curriculum
- Campbell, D. S., and Caswell, H. L., 91
- Cannon, W. B., on the scientific evidence for integration, 39
- Caswell, H. L., and Campbell, D. S., 91
- Centers of interest, in the Virginia curriculum, 101-102; *see also* Areas of Living and Social Functions
- Central State Teachers College (Mt. Pleasant, Michigan) curriculum, aims of, 295-296; analysis of, 295 ff.; appraisal of, 302-308; areas of living in, 296-297; course of study in, 297-302; individualized instruction in, 306-307; philosophy underlying, 303-304; plan and organization of, 304-305; social orientation of, 303-304
- Charters, W. W., 90
- Check-list, for evaluating basic points of view of curriculum programs, 171-172; for evaluating curriculum planning, 172-173; for evaluating the development of learning units, 173-177
- Child, interests of, as basic factors in the learning process, 38; participation in the development of units of learning, 146-147; response of, to unit of learning, 80
- Child development, in the Ohio State University Elementary School curriculum, 274-275; understanding of, necessary to teachers, 159-163; levels of, as basis for curriculum, 98 ff.; critical analysis of, 107-110; in California, 104-105; in Mississippi, 103-104; in Santa Barbara, California, 105-107; in the Decroly School, 100-101; in the Dewey School, 99-100; in Virginia, 101-102
- Cinema, as learning experience, 13
- Citizens, participation of, in curriculum development, 11
- Citizenship, as an area of living in the proposed curriculum, 96-97
- City school systems, curriculums of, 221 ff.; Burbank, California, 231 ff.; Fort Worth, Texas, 222 ff.; Holton, Kansas, 243 ff.; teacher participation in, 250
- Commission on the Curriculum of the North-Central Association, curriculum endorsed by, 85
- Commission on the Reorganization of Secondary Education, curriculum endorsed by, 83-84
- Committee on Orientation of the Department of Secondary School Principals, method of curriculum reorganization endorsed by, 82

- Communication, as an area of living in the proposed curriculum, 96-97
- Community, and school relationship, need for coöperation, 133-134; in the McKinley High School curriculum, 291-292; center of the Holton, Kansas, curriculum, 243; influence of the Holton curriculum on, 248-249
- Consumption, as an area of living in the proposed curriculum, 96-97
- Confusion, in curriculum thinking, 17-19, 330-331; in defining the function of the curriculum, 19-21; in installing the curriculum, 29-30; in selecting and organizing the curriculum, 25-29
- Contemporary life, and education, 6; departmentalization of subject-matter inadequate for, 70
- Content, curriculum, selecting and organizing, 11-16, 25-29
- Coöperation, a requisite of curriculum development, 136-142, 327-329
- Core curriculum, for general education of teachers, 317-318; in the McKinley High School, 288
- Counts, George S., 58
- County curriculum, Breathitt County, Kentucky, 214 ff.; critical analysis of, 178 ff.
- Course of study, absence of in the Holton curriculum, 249; function of in the Fort Worth curriculum, 223; illustration, 228-229; in the Burbank curriculum, 234-238; in the Central State Teachers College curriculum, 297-302; in the Virginia curriculum, description of, 186-187; rigid, an obstacle to curriculum development, 126-131; should be tentative, 109
- Courtis, S. A., on inadequacy of Rugg's committee, 57-58
- Cultural lag, a crucial curriculum problem, 62-63
- Culture period, as basis for curriculum organization, at Experimental College of the University of Wisconsin, 88; at Horace Mann School, Teachers College, 89; at Lincoln School, Teachers College, 89; at Tower Hill School, Wilmington, Delaware, 88-89; inadequacy of, 89-90
- Curriculum, and tradition, 69-70; and the unit of learning, 81-82; as visualized by Franklin Bobbitt, 84-85; as visualized by Frederick G. Bonser, 84; as visualized by Ovid Decroly, 83; as visualized by John Dewey, 83; as visualized by J. L. Meriam, 83; as visualized in *A Challenge to Secondary Education*, 86-87; changing, challenge of, 338-339; changing scope of, 12-15; culture period as basis for, 88-90; evaluation of, 17, 167 ff., 335-337; experimentalism as basis for advance in, 60-61; functional approach to, 69 ff.; function of, 55 ff., 332; as defined by teachers' survey, 5-7; installation of, 29-30; necessity to alter, as social changes occur, 16; need for continuous revision of, 7; organization of, 10-11, 76 ff., 333; based on areas of living, 90-91; based on culture period, 88-90; inadequacy of, 89-90; based on social functions, 91 ff.; based on theme, 87-88; historical survey of, 82-87; planning for, 112 ff.; programs for should be examined by experts, 117; proposed, 95 ff.; place of subjects in, 97-98; proposed for teacher education, 314-316; social-centered *versus* child-centered, 54
- Curriculum development, a coöperative enterprise, 136-142, 327-328; gradualism as means for, 63-64; in city school systems, 221 ff.; increase in, 1 ff.; in individual schools, 252 ff.; in state and county school systems, 178 ff.; interest in, 1 ff.; obstacles to, authoritative administration, 133-134; grades, promo-

- Curriculum development (*continued*)
 tions, and marking systems, 131-133; rigid courses of study, 126-131; separation of school and community, 133-134; planning for, 10-11, 112 ff., 125 ff., 332-333; adoption of basic pattern, 119-120; administrative adjustments, 123-124; canvassing of research findings, 120; check-list for evaluating, 172-173; choice of purpose, 118; confusion in conception of, 21-24; development of pupil records, 122; development of units of learning, 120-122; interpretation to the public, 123; organization of personnel, 118-119; participation of citizens in, 11; should be adapted to available financial resources, 116; should be marked by enthusiasm, 117; should include long-range program and transitional activities, 116; survey of educational scene, 119; teacher education for, 122, 309 ff., 337-338; units of learning in, 143 ff.
- Curriculum-making. *See* Curriculum Development
- Curriculum programs, analysis of, Breathitt County, Kentucky, 214 ff.; Burbank, California, 231 ff.; California, 200 ff.; Central State Teachers College, Mt. Pleasant, Michigan, 295 ff.; Fort Worth, Texas, 222 ff.; Holton, Kansas, 243 ff.; McKinley High School, Honolulu, Hawaii, 278 ff.; Ohio State University Elementary School, 263 ff.; Parker School District, Greenville, South Carolina, 252 ff.; Virginia, 181 ff.; survey of, 1 ff.
- Curriculum thinking, contributions of sciences to, 32 ff., 331-332; check-list for evaluating, 171-172; history of, 55-60; leaders in, 56, 57; shift of focus in, 12; significance of science in, 53-54; signs of confusion in, 17-19, 330-331; trends in, 3 ff., 330-331; *versus* curriculum practice, 17 ff.
- Decroly, Ovid, 83
- Decroly School, curriculum of, based on levels of child development, 100-101
- Democracy, advantages of, 49; and the curriculum, 5; exemplified by the Holton curriculum, 250; training for, as the social purpose of education, 5-6
- Dewey, John, 99; on the function of science in education, 32-33; on the scientific attitude, 53; work of, in the Laboratory School of the University of Chicago, 83
- Dewey School, curriculum of, based on levels of child development, 99-100
- Education, American, in line with the *status quo*, 69; aims of, general *versus* specific, 11-12; and contemporary life, 6; and the cultural lag, 60-64; confusion of thought regarding, 65-69; duties of, 73-75; function of, need for criticism, 69; must reduce mental immaturity of America, 68; reform of, through gradualism, 63-64; true criticism of, needed, 69
- Education of teachers. *See* Teacher Education and Teachers
- Educational Frontier, The*, 59
- English, as the core of the Holton curriculum, 244-248; unit of learning in, at the McKinley High School, 289-290
- Environment, suitable for learning, 155 ff.; rôle of, in the good life, 41, 43
- Evaluation, of the curriculum, 17; confusion in, 30-31; in terms of modern educational theory, 117; of curriculum programs, 167 ff., 335-337; check-lists for use in, 171-177; in Breathitt County, 220; in

- Burbank, 242-243; in California, 207-214; in Central State Teachers College, 302-308; in Fort Worth, 231; in Holton, 249; in McKinley High School, 282-294; in Ohio State University Elementary School, 273-278; in Parker School District, 255 ff.; in Virginia, 187 ff.; of pupils, by grades, promotion, and marks, an obstacle to curriculum development, 131-133; of units of learning, by students, 158-159
- Everett, Samuel, 85
- Excursion, value of, as learning experience, 12-13; extensive use of, in Parker School District curriculum, 254, 255
- Experience, as education, 7-10; categories of, fundamental to development of the curriculum, 81 ff.; educative, characteristics of, 73, 154-155; physical setting for, 156-157; suitable for various levels of child development, 160 ff.
- Experimentalism, as basis for curriculum advance, 60-61; as major contribution of science to education, 34; as philosophy of education, 34-35
- Experimentation, value of as learning experience, 12-13
- Fort Worth (Texas) curriculum, aims of, 223-224, 226-228; analysis of, 222 ff.; an illustration of a gradual break with subject-centered curriculum, 222; appraisal of, 231; description of, 228-231; development of, 222-225; work of teachers in, 222-225; general framework needed in, 250-251; integration in, definition of, 227-228; illustration of, 228-229; philosophy underlying, 225-228; problems faced in development of, 222; social studies the core of, 228; transitional nature of, 231; unit of learning from, 228-229
- Foundation, scientific, of curriculum development, 32 ff.
- Foundations of Curriculum Making, The*, 56
- Function, of education, confusion of thought regarding, 65-69; need for discussion of, 66; of teacher planning, 152-154; of the curriculum, 5-7, 55 ff.; confusion in defining, 19-21; in harmony with philosophy of democracy, 5
- Functional approach, to curriculum problems, 69 ff.
- Functional reconstruction, of education, aspects of, 73-75
- Georgia curriculum, based on social functions, 93
- Germany, fall of democratic education in, 68
- Gestalt psychology, *versus* behaviorism, 19
- Goal-seeking activity, and education, 41
- Goetz, Rachel, and Marshall, Leon C., 86-87
- Good life for man, complexity of, 43; continued activity a part of, 41; exercise of intelligence a part of, 43; flexibility a part of, 36-38; heredity *versus* environment in, 43; integration a part of, 38-41; nature of, 35 ff.; social, 44-53
- Grades, system of, an obstacle to curriculum development, 131-133
- Gradualism, as means for curriculum reconstruction, 63-64
- Group living, an aim of education, 81; organized, as an area of living in the proposed curriculum, 96-97
- Guidance, adjustment of, to growth levels, 154; and instruction, as complementary parts of the teaching process, 15; as an aim of the Breathitt County curriculum, 216-218; in the McKinley High School

- Guidance (*continued*)
 curriculum, 284, 292-293; teaching as, 145-146; an illustration, 146-152; in the Ohio State University Elementary School, 273-274
- Handicaps, adaptation of instruction to, in the Virginia curriculum, 189
- Hanna, Paul, 57, 94
- Hawaii. *See* McKinley High School (Honolulu, Hawaii) Curriculum
- Health, individual's need of mental and physical, 50-51
- Heaton, Kenneth L., 95
- Heredity, rôle of, in good life for man, 36-38, 43
- History, of curriculum development, 55-60, 82-87; leaders in, 56, 57
- Holton (Kansas) curriculum, absence of course of study in, 249; analysis of, 243 ff.; appraisal of, 249; community-centered, 243; description of, 244-248; development of units of learning in, 247-248; English the core of, 244-248; influence of, on the community, 247-248; integration in, 247-248; plan and organization of, 244; problems faced by, 243
- Home living, as an area of living in the proposed curriculum, 96-97; Horace Mann School, Teachers College, courses based on culture period, 89
- Houston (Texas) Public Schools, curriculum of, based on themes, 87-88
- Individual, disciplined intelligence necessary to, 52-53; development of, an aim of education, 81; part of the improvement of society, 48; mental and physical health necessary to, 50-51; natural integration of, 42; social nature necessary to, 51-52; uniqueness of, recognized in the Virginia curriculum, 195
- Individual differences, recognition of, essential to curriculum, 127-128
- Installation, of the curriculum, 29-30; *see also* Curriculum Development
- Instruction, and guidance, as complementary parts of the teaching process, 15
- Integration, demand for, in good life, 38-41; in the Burbank curriculum, extent of, 237; in the California curriculum, application of, 201-202; maximum desired, 209; in the Fort Worth curriculum, definition of, 227-228; illustration of, 228-229; in the Holton curriculum, 247-248; in the McKinley High School curriculum, 283; in the Ohio State University Elementary School curriculum, 266-267, 273; in the Virginia curriculum, definition of, 188; scientific theory of, 39; trend toward, 11
- Intelligence, individual's need of disciplined, 52-53; rôle of, in good life for man, 43; in social planning, 147-148
- Intelligence quotient, inadequacy of, 37
- Interview, as learning experience, 13
- Investigation, value of, as learning experience, 12-13
- Junior college curriculum, Central State Teachers College, Mt. Pleasant, Michigan, 295 ff.
- Kansas. *See* Holton (Kansas) Curriculum
- Kansas curriculum, based on social functions, 93
- Kentucky. *See* Breathitt County, Kentucky, Curriculum
- Kilpatrick, William H., 32, 59
- Koopman, G. Robert, 85-86, 295
- Laboratory School of the University of Chicago, 83

- Leadership, in curriculum development, 136-142; creative nature of, 142
- Learning, as a creative process, 42-44; changing conceptions of, 143-146
- Learning environment, 155-158
- Learning experience, nature of, as defined by teachers' survey, 7-10; organismic theory of, 9; unit as, 76 ff.
- Learning process, child's interests as basic factors in, 38; in the Central State Teachers College curriculum, 305-308
- Learning unit. *See* Unit of Learning
- Leisure, as an area of living in the proposed curriculum, 96-97
- Leonard, J. Paul, on the Virginia curriculum, 192
- Levels of child development. *See* Child Development
- Library, use of, in developing learning experience, 155-156
- Lynd, Helen and Robert, 92
- Man, definition of the good life for, 35 ff.
- Marks, system of, an obstacle to curriculum development, 131-133
- Marshall, Leon C., and Goetz, Rachel M., 86-87
- Materials, arrangement of, in curriculum, 25-29; inadequacy of available, 157-158; suitable for progressive unit of learning, 157-158
- McKinley High School (Honolulu, Hawaii) curriculum, aims of, 278-279; analysis of, 278 ff.; appraisal of, 282-294; a transitional program, 282-283; concept of the school as a democratic community in, 281-282; core studies in, 279-281; description of, 278-279; guidance in, 284, 292-293; integration in, 283; philosophy underlying, 283; plan and organization of, 284-288; school government in, 282; units of learning in, an illustration, 289-290; development of, 288-294
- Mead, Margaret, on primitive cultures, 45-46
- Mendenhall, James, 86
- Mental development, *versus* social education, 6-7
- Mental health, necessary to individual, 50-51
- Meriam, J. L., founder of the University Elementary School of the University of Missouri, 83
- Michigan. *See* Central State Teachers College (Mt. Pleasant, Michigan), curriculum
- "Mines, Mining, and Minerals," a unit of learning, 268-272
- Mississippi curriculum, levels of child development in, 101-102; social functions in, 93
- Motivation, need for, in curriculum development, 138
- National Herbart Society, 55
- National Society for the Study of Education, *Twenty-Sixth Yearbook*, discussed, 55-59
- Objectives. *See* Aims
- Ohio State University Elementary School curriculum, analysis of, 263 ff.; concept of teaching as guidance in, 273-274; description of, 263 ff.; integration in, 266-267, 273; learning process in, 277-278; philosophy of, 263-264, 273-278; plan and organization of, 264-273; rôle of teachers in, 275; social functions recognized in, 274; understanding of child development in, 274-275; units of learning in, an illustration, "Mines, Mining, and Minerals," 268-272; criteria for, 265-266; development of, 264-273
- Organismic theory of learning experience, danger in, 9

- Organization, for curriculum development, 10-11, 76 ff., 333; confusion in conception of, 21-24; in Breathitt County, 214 ff.; in Burbank, 232; in California, 210-211; in Central State Teachers College, 304-305; in Fort Worth, 222-225; in McKinley High School, 284-288; in Ohio State University Elementary School, 264-273; in Parker School District, 259-261; in Virginia, 190-192; proposed, 95 ff.
- Parker School District (Greenville, South Carolina) curriculum, aims of, 253; analysis of, 252 ff.; a transitional program, 255; confused purposes of, 256-259; description of, 253-254; elementary-school schedule of, 254; emphasis on industrial arts in, 261; extensive use of excursions in, 254, 255; failure to attain social functions in, 259; philosophy underlying, 253, 255-259; plan and organization of, 259-261; teacher education in, 259-260; understanding of child development in, 261-262; units of learning in, 257-259, 261-262
- Pattern, adoption of, in curriculum planning, 119-120
- Personnel, organization of in curriculum planning, 118-119
- Personnel, organization of, in developing the Fort Worth curriculum, 224
- Philosophy, necessity of, in curriculum, 32; *versus* science in education, 33
- Physical health, necessary to individual, 50-51
- Pictures, as learning experience, 13
- Procedures for Virginia State Curriculum Program*, 183
- Production, as an area of living in the proposed curriculum, 96-97
- Programs, curriculum. *See* Curriculum Programs
- Promotion, system of, an obstacle to curriculum development, 131-133
- Psychology of learning, a center of confusion in curriculum thinking, 19; Gestalt *versus* behaviorism, 19
- Pupil records, in curriculum planning, 122; use of, in the Virginia curriculum, 196-197
- Public relations, in curriculum planning, 123
- Purpose, choice of, in curriculum planning, 118
- Reading, correlation of, in the unit of learning, 156
- Report of the Commission on the Social Studies, on the education of teachers, 323, 325
- Research, in curriculum planning, 120
- Round-table discussion, as learning experience, 13
- Rugg, Harold, 56
- Santa Barbara (California) curriculum, levels of child development in, 105-107; social functions in, 94
- School, and the community, need for cooperation between, 133-134; relationship in the McKinley High School curriculum, 291-292; as a democratic community in the McKinley High School curriculum, 281-282; as visualized in the California curriculum, 203-204; as visualized in the Virginia curriculum, 189; physical aspects of, favorable to learning, 156-157
- School government, in the McKinley High School curriculum, 282
- Schools, individual, curriculums in, 252 ff.; Central State Teachers College, Mt. Pleasant, Michigan, 295 ff.; McKinley High School, Honolulu, Hawaii, 278 ff.; Ohio State University Elementary School, 263 ff.; Parker School Dis-

- trict, Greenville, South Carolina, 252 ff.
- Schools for a Growing Democracy*, description of Parker School District curriculum, 252 ff.
- Science, as foundation of curriculum development, 32 ff.; educational function of, in the past, 33; need of, in elementary-school curriculum, 69-70, 71; significance of, in curriculum thinking, 53-54; *versus* philosophy in education, 33
- Sciences, contributions of, to curriculum thinking, 32 ff., 331-332
- Scientific method, as basis for curriculum advance, 60-61; lack of, in current educational practice, 60-61
- Scope, of the curriculum, changing, 12-15
- Self-activity, education through, 8-9
- Sequence of learning. *See* Child Development and Units of Learning
- Skills, tool, not isolated in unit of learning, 79-80
- Smith, Meredith, on the organization of the nervous system for integration, 39
- Social functions, as basis for curriculum organization, 91 ff.; criticism of, 93-94; in Arkansas, 93; in Burbank, 231, 234; in California, 93; in Central State Teachers College, 296-297; in Georgia, 93; in Kansas, 93; in McKinley High School, 283; in Mississippi, 93; in Ohio State University Elementary School, 274; in Virginia, 92, 186-187
- Social nature, necessary to individual, 51-52
- Social philosophy, a center of confusion in curriculum thinking, 18-19
- Social planning, a product of intelligence, 47-48
- Social studies, as core of the Fort Worth curriculum, 228; as core of the Parker School District curriculum, 253, 261; teachers' need of knowledge of, 325-327
- Society, democratic, advantages of a, 49; as a way of life, 49; form sought by education, 45; nature of, in good life for man, 43-44; rôle of intelligence in producing, 47-48; the central problem of education, 48-49; various types of, valued by mankind, 45
- Sorokin, Pitirim A., on present-day social science, 326-327
- South Carolina. *See* Parker School District (Greenville, South Carolina) Curriculum
- Spencer, Herbert, on education, 82-83
- State curriculums, analysis of, 178 ff.; California, 200 ff.; Virginia, 178 ff.; as guides to teachers, 178-181
- Stephens College, Columbia, Missouri, curriculum of, based on areas of living, 90-91
- Subject-matter, arrangement of, in curriculum, 25-29; as basis for evaluating curriculum, 30-31; as basis of the Parker School District curriculum, 261; as means to more abundant living, 12; changing definition of, 12; departmentalization of, inadequate for modern life, 70; integration of, in the Fort Worth curriculum, 228-229; offered in Breathitt County secondary-school curriculum, 219-220; place of, in proposed curriculum, 97-98
- Survey, of curriculum development, 1 ff.; of plans of curriculum reorganization, 82-87; used in developing Breathitt County curriculum, 216; value of, as learning experience, 12-13
- Taba, Hilda, on function of education, 67
- Teacher education, at Central State Teachers College, 295 ff.; individualized instruction, 306; needs of, 296; curriculum for proposed, 314-316; for curriculum development, in terms of principal functions, 309 ff., 337-338; general, require-

- Teacher education (*continued*)
 ments of, 317-320; core curriculum for, 318-320; in service, 322-329; professional, requirements of, 320-322; scope of, 313
- Teachers, as collectors and judges of informational material, 155-156; concern of, for child development, 159-163; coöperation of, necessary to curriculum development, 11, 136-142, 313, 327-328; curriculum for, at Central State Teachers College, 295 ff.; education of, for curriculum development, 122; curriculum proposed for, 314-316; experimental philosophy needed in, 310; general, 317-320; in-service, 322-329; in terms of principal functions, 309 ff., 337-338; professional, 320-322; scope of, 313; growth of, a goal of the Fort Worth curriculum, 223; through units of learning, 163-164; importance of social studies to, 325-327; opinions of on curriculum, 1 ff.; qualities needed for curriculum development, 309; rôle of, in curriculum development, 130; in developing a unit of learning, 152-154, 165-166; an illustration, 146-152; in the Ohio State University Elementary School, 275; socialization of, in the Parker School District curriculum, 259-260; training of, for the Breathitt County curriculum, 216-217; work of, in the Burbank curriculum, 232; in the Fort Worth curriculum, 222-225; in the McKinley High School curriculum, 285-288; in the Holton curriculum, 244; in the Virginia curriculum, 196
- Teachers' Guide to Child Development in the Intermediate Grades*, statement of purpose, 180
- Teachers' Guide to Child Development in the Intermediate Grades*, definition of unit of learning from, 212
- Teachers' Guide to Child Development in the Intermediate Grades*, statement of Dewey's philosophy in, 202-203
- Teachers' Guide to Child Development—Manual for Kindergarten and Primary Teachers*, statement of purpose, 179-180
- Teachers' Guide to Child Development—Manual for Kindergarten and Primary Teachers*, 202
- Teacher-training, for curriculum reorganization, 122; in the Parker School District curriculum, 259-260
- Teaching, as guidance, 145-146; an illustration, 146-152; in the Ohio State University Elementary School, 273-274; changing conceptions of, 143-146; improvement of, a goal of the Virginia curriculum, 193; improvement of, necessary in California curriculum, 203-204
- Teaching process, traditional *versus* progressive, 11-16
- Tentative Basic Curriculum, A*, 231
- Tentative Course of Study for the Core Curriculum of Virginia Secondary Schools*, 186
- Tentative Course of Study for Virginia Elementary Schools*, 186
- Tentative Materials of Instruction Suggested for the Core Curriculum of Virginia Secondary Schools, Grade IX*, 192-193
- Tentative Outline of the Content of Science Suggested for the Core Curriculum of Virginia Secondary Schools, Grades VIII-XI*, 193
- Tentative Outline of the Content of Social Studies Suggested for the Core Curriculum of Virginia Secondary Schools, Grades VIII-XI*, 193
- Tests, as means of evaluating the efficiency of a curriculum, 30-31
- Texas, Houston, curriculum of, based on themes, 87-88; *see also* Fort Worth (Texas) Curriculum
- Textbooks, dethroning of, 12-13; in-

- adequacy of, in progressive units of learning, 157-158; *versus* other learning experiences, 12-13
- Themes, as basis for curriculum organization in Houston, Texas, Public Schools, 87-88; disadvantages of, as basis of curriculum, 88
- Themes, in the Burbank curriculum, 234-235
- Tippett, James, 252 ff.
- Tool skills, not isolated in units of learning, 79-80
- Tower Hill School, Wilmington, Delaware, curriculum of, based on culture period, 88-89
- Tradition, and education, 69-70; an obstacle to education, 62-63, 72
- Transportation, as an area of living in the proposed curriculum, 96-97
- Trends, in curriculum thinking, 3 ff., 330-331; unanimity in survey of, 17-18; toward integration in the schools, 11
- Units of learning, and the curriculum, 81-82; characteristics of, 80-81; check-list for evaluating, 173-177; contributions of, to teacher growth, 163-164; danger of preplanned, 163; day-by-day planning in, 111; definition of, 77-78; from the Virginia curriculum, 185; development of, in curriculum planning, 120-122, 143 ff., 334-335; an illustration, 146-152; function of the library in, 155-156; in the California curriculum, 211-214; in the Holton curriculum, 247-248; in the McKinley High School curriculum, 288-294; in the Ohio State University Elementary School curriculum, 264-273; criteria for, 265-266; in the Parker School District curriculum, 257-259, 261-262; in the Virginia curriculum, 193-199; criticism of, 198-199; need for conception of new values, 144-145; transitional period in, 144; evaluation of, 154-155; by students, 158-159; "History of Records, A," illustration of, 238-242; from the Fort Worth curriculum, 228-229; "Mines, Mining, and Minerals," 268-272; kinds of activity in, 78-80; outgrowth of the project idea, 76-77; organization of, by students, 158-159; provision for alternatives on each level, 121; physical setting for, 156-157; response of child to, 80; sequence of, 121, 160 ff.
- University Elementary School of the University of Missouri, 83
- University of Wisconsin, culture period as basis of curriculum organization at Experimental College of, 88
- Virginia curriculum, aims of, 183-184; analysis of, 181 ff.; appraisal of, 187 ff.; description of, 181-187; development of, 181 ff.; levels of child development in, 101-102; official publications of, 192-193; philosophy underlying, 187-190; plan and organization of, 190-193; purpose of, 178-179; recognition of individual differences in, 195; social functions in, 92; social-functions procedure in, 186-187; units of learning in, criticism of, 198-199; definition of, 185; development of, 193-199; use of records in, 196-197
- Yearbooks on the curriculum, 55-60